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2021 - 2022



A GUIDE TO THE

Key Stage 4 CURRICULUM

BRITISH SCHOOL MUSCAT



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MUSCAT

Welcome to Key Stage 4

Welcome to Key Stage 4

I am writing to introduce myself as the Head for Key Stage 4. Having worked at BSM for the past 9 years, I have already had the pleasure of teaching many of your children, and I am very much looking forward to continuing to build upon these relationships, and also the great work that has been accomplished in Key Stage 3. I would also like to extend a warm welcome to those who are joining us at the start of year 10

Key Stage 4 is an important time for students as they work towards their final GCSE assessments, and whilst it presents challenges, it also provides many opportunities. In these unusual and uncertain circumstances, we hope to ensure that the transition for students is a manageable and exciting one.

I am confident that our students' experiences over the coming years will encourage both personal and academic growth, and will allow them to build fond memories and lasting friendships.

Alexandra McHenry
Head of Key Stage 4



What are GCSEs?

General Certificate of Secondary Education, a British qualification you gain at the end of year 11 allowing you to progress to the next stage of your education.

For the majority of you, this is the first time you will have some control over your education, so this is an exciting time. You have the chance to study subjects in further depth that are of personal interest to you. You can make choices based on your own abilities and preferences.

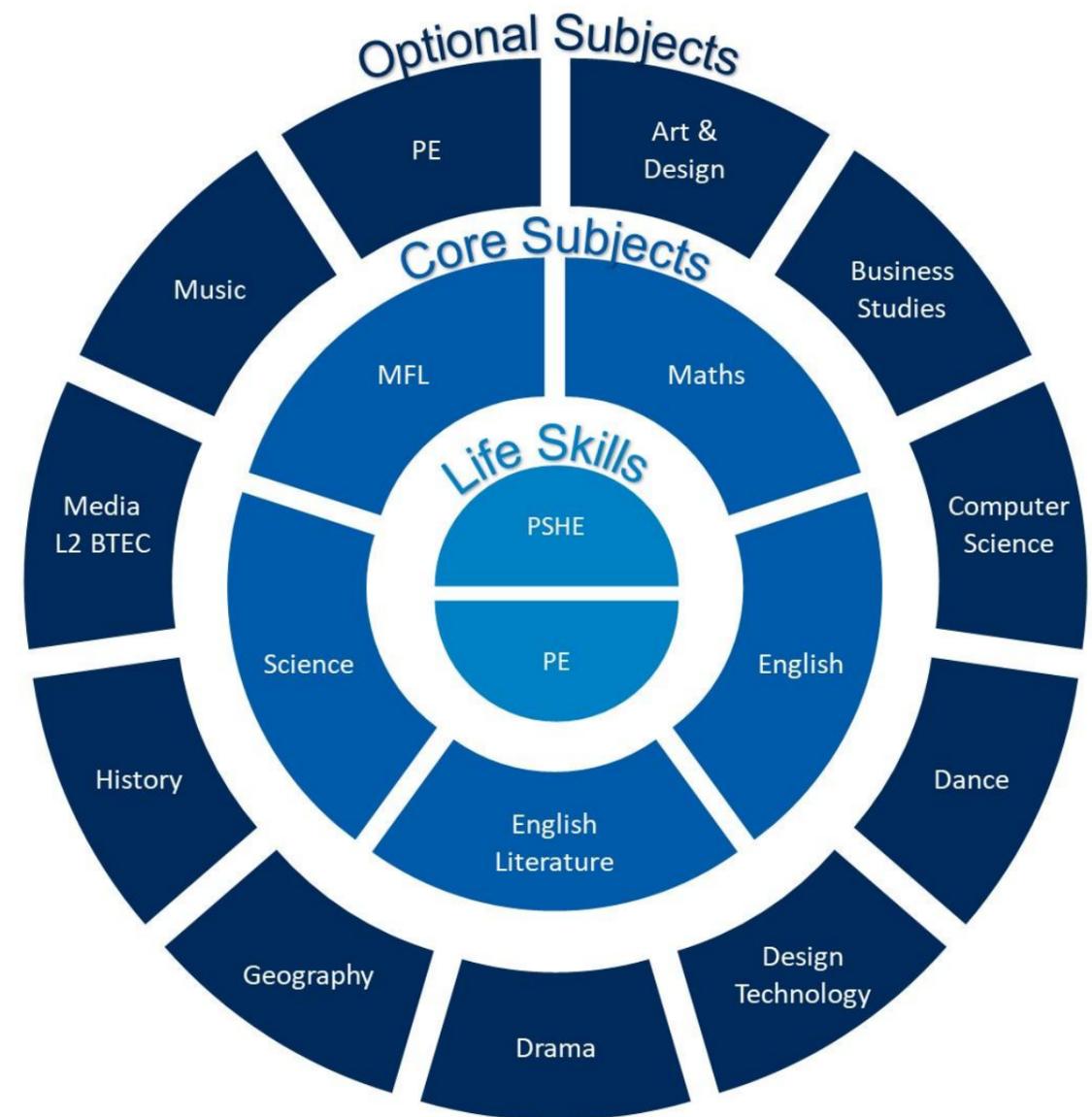
GCSEs are 2 year courses leading to individual subject qualifications at the end of year 11. Most students study 9 subjects made up as follows:

- Everyone studies for GCSEs in the core subjects of English and Mathematics
- Everyone studies Science with either 2 or 3 qualifications at the end of the course
- Most people study English Literature
- Most people take a MFL subject
- Everyone selects 3 option subject from the content in this booklet.
- You will also continue to study PSHE and PE which are unexamined subjects

This curriculum will ensure that as many opportunities as possible remain open to you, both for further study, at school and in higher education, and for your future career.

The subjects you choose for your options should do two things. First, they should give you as broad and balanced a platform as possible to maximise your choices when you leave BSM. Secondly, they should allow you to achieve the best possible results.

In making your choices listen to your parents, teachers and other students, but remember that the choice is yours and should be based on what you enjoy; what you are good at; and, what you might need for future study and careers. Aim for a broad and balanced curriculum.



Welcome to Key Stage 4

Pastoral Care

Students often find that there are increasing demands on their time during Key Stage 4. This is because as students grow and mature, taking responsibility for their educational success becomes more important. You may notice a significant change in the amount of homework set for example, or a change in the pressure to succeed.

Students can only thrive academically if their well being is a priority. Mr Price (Year 10 Leader), form tutors and I are fully committed to ensuring that students feel valued, trusted, secure and respected. BSM students have a voice and they *are* heard.

Form tutors are often the first in the line of communication and communication is key. The more we know, the more personalised a students school experience can be. The pastoral team is there to remove barriers to learning and smooth the way to ensure individuals needs are met. We look forward to supporting each child and strive to help them achieve their potential both pastorally and academically.

Every Child Matters

PSHE and RSE

Personal, social, health and economic education, or PSHE, aims to give students the knowledge, skills and understanding they need to lead confident, healthy and successful independent lives. It is taught in all areas of the curriculum as well as through tutor time and assembly. We place a high degree of importance on creating a culture of kindness and belonging as well as educating students on risk management and making informed and educated decisions in the future.

RSE is part of the PSHE curriculum and means Relationships and Sex Education. It has become a mandatory section of the UK curriculum. The BSM curriculum focuses on exploring the emotional, social and physical aspects of growing up, having healthy and committed relationships, as well as empowering students to make consensual decisions.



Academic Tracking and Monitoring

Throughout Key Stage 4, we have a supportive programme which enables students to thrive educationally.

- Monitoring lessons
- Liaising with teachers, nurse, external agencies, careers, councillor, inclusion team
- Meetings with parents
- Monitoring social areas and regular meetings with students
- Analyse data from reports
- Academic Monitoring
- Organising appropriate interventions
- Mentoring
- Monitoring Attendance
- Extra Maths/ English support
- Study Skills and revision tips
- Behaviour, emotional, social support
- Peer mentoring
- After school study groups

Our aim is that when you leave BSM, you are fully equipped to enter the world with confidence, knowledge and happiness to fulfill your future selves.



Bring Your Own Device

All students in BSM's Senior School are encouraged to bring their own device to school to use during lessons.

BSM is a Google School and we use Google Classroom and Google's free software for lessons and homework where required. There is no requirement for any software to be downloaded prior to the start of Year 10

A Student's mobile phone is not classed as a device and should be switched off between 7:30am and 2pm.



Learning Support

Reports & Academic Monitoring

In Year 10 students will receive 3 Academic Reports: December for term 1, March for Term 2 and June for Term 3.

In Year 11 students will receive 3 Academic Reports: November for term 1, February for Term 2 and March for Term 3.

After each report the Year Leader will analyse student attainment and effort levels. If a student has been evaluated as having inconsistent or poor effort by their subject teacher we will invite the student and their parents to a meeting to discuss how we can best support their studies.

The student may be asked to complete an Effort Report (with targets) or to take part in Academic Monitoring. Both are designed to support pupil progress and provide clear strategies to progress. .

Mentoring

To further support students in KS4 they may be invited to mentoring sessions. These sessions are designed to:

- Identify any barriers to their learning
- Develop student's confidence so that they can challenge themselves
- Make provision for the student to work on homework, revision and study skills
- Help the student thrive academically



Rewards at BSM

At the end of each term BSM will continue to run a 'Celebration Assembly' which will showcase student work to illustrate their developed skills and dedication. In the past BSM students have been awarded house points for their positive efforts and actions in and outside of class. However this year the Student Leadership Committees will be reviewing the current reward system to find a model which works effectively and is valued by all students from years 7-13.

High Performing Learners

High Performance Learning is an advanced pedagogy that helps schools become world class through systematically developing superior cognitive performance in all students. Its proven framework and methodology, when applied by good schools, leads to increasingly strong academic results; well-motivated, engaged and life-ready students; and happier parents. The 13 characteristics below form BSM's Learning Ethos which all students should develop in their time at BSM.

BSM Learning Ethos HPL Values, Attitudes and Attributes		
HARD WORKING and SECURE INDIVIDUALS Practice Train and prepare through repetition of the same processes Perseverance Persist in effort, face obstacles but never give up Work diligently and systematically Not be satisfied until high quality, precision and the desired outcome are achieved Responsible Choosing right from wrong Being honest about mistakes Coming ready and prepared for school Resilient Changing when I need to Keeping going even when it is hard Not being put off by my mistakes	AGILE and RESOURCEFUL LEARNERS Motivated Working hard because it matters Planning independently Thinking and doing things for myself Curious and Enquiring Asking questions about what I've learnt Exploring new ideas in my learning Questioning what I see, hear and read Reflective Thinking and talking about what I have learnt Improving what I have learnt Using what I've learnt to make choices Creative and Enterprising Willing to innovate and invent multiple solutions Adapt your approach according to need Show originality in work Use mistakes to find solutions Risk Takers Thinking, then having a go Finding new ways to solve a problem Doing things differently to do them better Open minded Changing my ideas because of what I've seen, heard or read Thinking about things from another's point of view Accepting others have different ideas	EMPATHETIC and RESPECTFUL CONTRIBUTORS Confident Talking about ideas clearly Enjoying new challenges Being confident in saying and doing Collaborative Finding out what other people think Finding answers with other people Including other people Community minded Helping others Making a difference at BSM and in the community Taking care of the world around me

Inclusion Department

Special Educational Needs (SEN)

We provide advice and assistance for those families with children who have mild to moderate learning needs. Through a programme of tailored support where necessary, the progress of students on our Additional Needs Register is carefully monitored. Inclusion Assistants work with small groups as well as alongside teaching staff to ensure that your son/daughter's needs are met. In some instances, children may require the additional support of outside experts, such as speech therapists or educational psychologists, in which case the Inclusion team will work closely with professionals in the community.

English as an Additional Language (EAL)

BSM offers a British curriculum and thus all teaching is in English. Students starting at BSM will be expected to have a high level of competence in English and are expected to attend all mainstream classes.

Student Leadership Committees

All students will have the opportunity to apply for a place on the five Student Leadership Committees (SLC). The committees are focused on: Teaching and Learning, Well Being, Charity, Sustainability and Diversity Equity and Inclusion. The SLC will allow students to develop the skills to plan and lead real change within the school and help prepare them further for later life.

Progression to Sixth Form

GCSE qualifications act as a gateway to the next stage of a students education. Here at BSM, we offer mostly A Level subjects, with some Level 3 BTEC qualifications.

Whether you plan to be here or elsewhere in the world, Post 16 education will require the following:

- At least 5 x GCSEs at Grade C/4 and above
- These *must* include Maths and English at grade 4/ C or above
- Each post-16 subject has its own minimum entry requirement for entry into that particular subject course.



ART & DESIGN



Timetabled hours per fortnight:

5 x 60 minute lessons
Setting: Mixed ability

Homework Expectations: up to 2 hours per fortnight

Overview

Art & Design encourages innovative and imaginative responses from students in their interpretation of subject matter presented.

The process of studying Art is an ongoing visual enquiry that has an infinite number of creative possibilities. The Art & Design department uses a wide range of media from the traditional drawing & painting, printmaking, collage and ceramics through to photography & digital manipulation.

We are looking to engender creative thinking and originality through stunning visual vocabulary. We ensure all artwork produced has a political, social, cultural or historical context.

Who is it for: Anyone who loves being Artistic: creative, imaginative, expressive, experimental and open minded. This course is for people who enjoy a range of learning styles, it is for people who celebrate their originality and express their ideas in a variety of styles and materials.

Creative Careers: fashion, graphics, architecture, make up, illustration, animation, jewellery, art therapy, photography, ceramics, furniture, special effects

*I enjoy the freedom you get in art.
One topic could have endless
possibilities in the ways you and
others interpret it."*

What will I learn

Personal Portfolio unit 1: Completed in Year 10 this project is about our local culture. It incorporates a field trip to places of local interest and students develop skills in painting & drawing, surface texture, digital media, photography, textiles and ceramics

Personal Portfolio unit 2: Completed in term 1 of year 11, this project is based on natural forms which students investigate in a personally chosen direction, selecting media and techniques of their choice

Externally Set Assignment: The starting point comes from the exam board which students interpret individually during term 2 before the 10 hour timed test (usually held in late April).

How can I support my learning

Appreciate that Art & Design can be found wherever you look- fashion, textiles, architecture, illustration, animation, interior design, graphics... everywhere!

Draw what you see, draw from your imagination. Be inspired by artists online, in books and in galleries or museums. Follow your favourite artists or designers on social media.

Download some art apps/ programmes and use them to doodle on your photos and to create new images

Be patient and enjoy the process from concept to realisation.

*Imagination is more important than
knowledge. Einstein*



Timetabled hours per fortnight:

5 x 65 minute lessons
Setting: No
Homework Expectations: 1.5 hours per fortnight

Brief overview

The Level 2 International BTEC in Creative Media is completely different from GCSE Media Studies in that it is a vocational course, which concentrates on the creation of digital media. It is wholly practical and teaches students the creative processes involved in producing and manipulating photography, a range of print media products, moving image shooting and editing and marketing techniques.

With a studio equipped with cameras, tripods, green screens, lighting, gimbals, teleprompters, microphones, etc. the emphasis is on production and students are assessed in house; there are no examinations.

How can I support my Learning?

To succeed in Creative Media students need to be willing to research thoroughly across all medias to understand how they are all inextricably linked. The department has an extensive library of specialist media books which cover every aspect extensively.

How am I Assessed?

All work is digitally uploaded onto the student's own website where it is assessed internally and moderated externally. Assessment consists of 5 criteria:

- research and investigation
- problem solving
- technical skills
- professional practice
- communication skills

Media: L2 BTEC

What will I learn

The course is broken down into the following key units:

Unit 1 – Research, develop and Propose

- Research a digital media product set by Pearson
- Develop an idea for a digital media product based on your research
- Propose your idea explaining both content and format

Unit 4 – Digital Video Production

- Plan, shoot, edit and publish a short film of 3-5 minutes

Unit 6 – Digital Print Production

- Research, plan and produce a digital print product for a specific audience

Unit 7 – Digital Photography

- Plan and take photographs for a marketing campaign for a product aimed at a global audience

*"He who controls the media
controls the minds of the public"
Noam Chomsky*

Business Studies



Timetabled hours per fortnight:

5 x 65 minute lessons

Homework Expectations: up to 30 minutes per fortnight

Brief overview

You might have an interest in business and want to start your own business one day. You may have an enquiring mind and be interested in learning about the world around you, how businesses are set up and what it is that makes someone a great entrepreneur and how to manage that business effectively.

Simply, this GCSE is for people interested in knowing how the world of business works. The vast majority of people will be employers or employees in their working life. This course provides an initial insight into what those roles involve and what you can do to increase your chances of success in the work environment. It's not just a course for budding entrepreneurs, although this course will be just what entrepreneurs are looking for.

Amazon is worth more than the GDP of both Switzerland and the Netherlands... combined.

What will I learn

Theme 1: Investigating Small Business

- Enterprise and entrepreneurship
- Spotting a business opportunity
- Putting a business idea into practice
- Making the business effective
- Understanding external influences on business

Theme 2: Building a Business

- Growing the business
- Making marketing decisions
- Making operational decisions
- Making financial decisions
- Making human resource decisions

Assessed via two 90 minute exams comprising of calculations, multiple-choice, short-answer and extended-writing questions, completed at the end of Year 11

How can I support my learning

- Take a proactive approach to learning. Seek support from online resources, your peers and your teachers
- Keep notes up to date and regularly practice exam technique
- Read around the subject to develop wider knowledge of Business in the real world

"The subject was interesting and intriguing and the lessons were informative and enjoyable"



Timetabled hours per fortnight:

5 x 65 minute lessons

Homework Expectations: Short Research Activities

Brief overview

During the course students will learn how to understand and apply the fundamental principles and concepts of computer science. The course encourages student to analyse problems in computational terms, through practical experience of solving such problems, including designing, writing and debugging their own scripts in Python.

The subject encourages students to think creatively, innovatively, analytically, logically and critically. With strong ties to mathematics, students must use their skills and apply them to computer science.

The course is assessed through two papers, both worth 50%:

- Paper 1 - Written Exam (1hr 30mins)
- Paper 2 - On Screen Programming Exam (2hrs)

Students can study Computer Science and go on to a career in Engineering, Business, or any type of Science. There are also a multitude of Computing related to degrees, allowing students to focus in on a specific area of interest eg. Cyber Security, Networking or App Development

Computer Science

What will I learn

By the end of Year 11 students will have an understanding of the components that make up digital systems and how they communicate with one another and with other systems, as well as an understanding of the impact digital technology has on wider society, including issues of privacy and cybersecurity.

These are taught through 6 Units:

- Topic 1: Computational thinking
- Topic 2: Data
- Topic 3: Computers
- Topic 4: Networks
- Topic 5: Issues and impact
- Topic 6: Problem solving with programming

How can I support my learning

On the Google Classroom students will find various links to supporting websites which can help support their learning, such as Craig n Dave with interactive Lessons that students can use to work independently and further their knowledge!

Each Unit of study also has a Learning Resources area which they can drop into at any time with additional activities, notes, videos and questions.

To improve their programming students may wish to access the W3Schools Python Course, which offers a strong foundation in all of the skills they will need for .

The waste energy generated from one bitcoin transaction is equivalent to binning two iPhones.

Dance



Timetabled hours per fortnight:

5 x 65 minute lessons

Setting - No

Homework Expectations: up to 60 minutes per fortnight

The course is comprised of practical coursework (60%) that is internally assessed and externally moderated, and a written exam of 90 minutes (40%) which is externally marked.

Brief overview

The AQA GCSE Dance course allows students to develop their technical, choreographic and performance ability through collaborative, creative tasks.

Students will explore a range of dance styles and professional practitioners, gaining an appreciation of the surrounding context and artistic intention.

Within lessons students work collaboratively with their peers to rehearse, choreograph and perform pieces for assessment, show performances and technical development.

The six professional works studied, introduce students to a broad range of styles and approaches from Hip Hop to Ballet and Contemporary to Capoeira- there is something for everyone.

"Dance has taught me the importance of discipline, whilst giving me the freedom to express myself with confidence"

Quote from a Year 11 student.

What will I learn

Component 1- Choreography and Performance

The practical coursework requires students to perform two set phrases as a technical study, as well as performing within a duet or trio, choreographed between students and your teacher.

The exam board releases six different options of stimuli for students to research and then select one as inspiration for their own solo choreography piece.

Component 2- Dance Appreciation

This component focus on the theoretical concepts and analysis of professional works. Students will be required to answer short questions about their own experiences as a performer and choreographer.

Throughout the course we analyse six contrasting professional work, decided by the exam board. Students are required to answer longer questions analysing and interpreting specific features of these works.

How can I support my learning

It is important to see a range of dance performances either live or online, to support your understanding of the choreographic principles and presentation of professional works.

Wherever possible it is recommended that students also participate in classes and performances outside of lesson time (this could be through the clubs and productions offered at BSM or privately). Our BSM Dance Company rehearses weekly, GCSE students are guaranteed a place.

Did you know that some of the UK's best footballers have also had dance training?

See where Dance may take you....

DESIGN & TECHNOLOGY

Timetabled hours per fortnight:

5 x 65 minute lessons

Setting: No (Mixed ability)

Homework Expectations: Up to 90 minutes per fortnight

Brief overview

GCSE Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors. Students will get the opportunity to work creatively when designing and making and apply technical and practical expertise.

GCSE D&T allows students to study core technical and designing and making principles, including a broad range of design processes, materials, techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

The assessment consists of the project (Non exam assessment) which makes up 50% of the marks and a 2 hour exam paper that students will sit at the end of year 11 which makes up the other 50% of the marks.



What will I learn

Students will complete a practice project in year 10 to develop their knowledge further from KS3. Alongside the project they will complete 3 units of theory in year 10.

In year 11 students will work on their final project which they will choose and will be based on 1 of 3 contexts set by the examination board (AQA). The remaining 2 units of theory will be covered in year 11.

The 5 units of theory that students will cover are:

- New and emerging technologies
- Energy, materials, systems and devices
- Materials and their working properties
- Common specialist technical principles
- Timber based materials

How can I support my learning

To make progress in Design & Technology, students need to be aware of the world around them and understand how products are designed and made. Students can support their learning by ensuring they stay up to date with new technologies and watch plenty of videos on how products are made. The following websites will also support you.

www.technologystudent.com

www.focuselearning.co.uk

<https://www.autodesk.com>

www.youtube.com/user/camtopher

"Design & Technology is the best subject of the week"

Did you know that there are over 23,000 different species of trees

DRAMA



Timetabled hours per fortnight:

5 x 65 minute lessons

Setting - No

Homework Expectations: up to 60 minutes per fortnight

The course has a 70% written and 30% practical weighting, with the majority of lessons focused on a practical approach to learning.

Brief overview

The Edexcel Drama course is an exciting, rewarding and highly creative subject to study at GCSE. It is not just for students who want to be performers. Your time studying this course will equip you for many life skills: teamwork, listening, public speaking, time management, confidence in your imagination, problem solving – and as you study your set texts or explore your devising stimuli you will encounter aspects of history, sociology, psychology.

This course offers you an excellent insight into the world of theatre and you will develop skills in performance, design, analysis and evaluation. Your confidence will grow and you will discover the ability to find solutions to a wide range of problems. It is hard work but great fun.

"One thing that I was surprised to gain from studying Drama, is the importance of empathy"

Quote from a Year 10 student.

What will I learn

Component 1- Devising (40%)

Students devise a piece of theatre based on given stimuli, which they then will perform. They will record the process in a written coursework portfolio that records the creation of an original piece of drama. This component is internally marked and externally moderated.

Component 2- Performance from a text (20%)

Students will perform two extracts from the same set text, which can be presented as a solo, with a partner or in a group. This is externally assessed.

Component 3 - Theatre Makers in Practice. (40%)

Students study one set text from the viewpoint of a director, performer and designer and review a contrasting piece of live theatre performance. All works are explored through practical and theoretical tasks culminating in a 105 minute written exam that is externally assessed.

How can I support my learning

It is important to see a wide range of performances, either live or online, to support your understanding of theatrical styles, genres and contexts.

All students are also invited to join BSM's Youth Theatre and gain the valuable experience of collaborative performance to larger audiences.

"I regard the theater as a serious business, one that makes or should make man more human, which is to say, less alone."

-Arthur Miller.

ENGLISH Language and Literature

Timetabled hours per fortnight:

7 x 65 minute lessons

Brief overview

Our main aim is make the study of English exciting and purposeful for as many students as we can at all levels in school.

In doing so, we want students to:

- read a range of literature and language texts (pre and post 1914) including texts from other cultures;
- think deeply and widely;
- have the confidence to write creatively;
- learn to express themselves persuasively both orally and in writing for a variety of audiences and purposes;
- develop a 'social conscience' and sense of global responsibility, with an understanding, awareness and respect for other cultures;
- become a reflective learner;
- communicate in a confident, articulate manner in a variety of contexts;
- read critically; speak and write analytically.

We believe that the department's strength lies in its strongly held commitment to the teaching of language and literature, and in the diversity of approaches employed by its staff. As a department, we share a belief in the importance of being kind, as well as demanding, and we emphasise the building of confidence.



What will I learn

We are currently studying the Cambridge International First Language English and World Literature specifications.

Some classes study the iGCSE First Language English and iGCSE World Literature courses whilst some classes study the iGCSE First Language English course only. The Literature course involves reading a wide range of drama, prose and poetry, working on creative writing, empathic writing and critical analysis skills; students are encouraged to engage with how literature widens our knowledge of ourselves and the world around us. The Language course requires students to explore a wide range of fiction and nonfiction, learning comprehension, summary, analytical and critical skills.

How can I support my learning

To make progress in iGCSE English, students will be encouraged to:

- read widely beyond the texts studied in class;
- get involved in creative approaches to the texts - debates, book reviews, role plays, filming monologues, literary chats, book groups etc;
- complete ongoing reflection to enact upon improvement targets;
- read news websites.

Students are also provided with a list of useful literacy websites and recommended reading lists.

"The test of literature is, I suppose, whether we ourselves live more intensely for the reading of it." Elizabeth Drew

GEOGRAPHY



Timetabled hours per fortnight:

5 x 65 minute lessons

Brief overview

Geography follows the Cambridge International GCSE Syllabus. This provides a balance between Human and Physical Geography and encourages students to develop their knowledge and understanding of a wide range of themes and issues within an international context. Students engage in a variety of learning experiences over the two years including in depth class discussion about pertinent issues, case study productions, presentations, class debates and structured research projects.

All students take part in a school funded field trip which is the basis of their coursework. Coursework is written by students in class with their teacher and is worth 27.5% of the total grade. Coursework is completed in Year 10, lightening the load for Year 11, which is very much welcomed by the students.

How can I support my learning

Geography is about the world around you and as such there is plenty you can do to prepare. Keep up with the news, watch documentaries and discuss the things that interest you - it's all Geography!



What will I learn?

THEME 1 : Population & Settlement

- Population Structure and Change
- Settlements and Urban Studies.

THEME 2: The Natural Environment

- Earthquakes and Volcanoes
- Rivers & Coasts
- Weather, Climate & Ecosystems

THEME 3: Economic Development

- Industry
- Tourism
- Energy & Water
- Environmental Risks of Economic Development

Geography allows the opportunity for students to develop communication skills, graph and mapping techniques, ICT and GIS applications, debate and discussion skills, as well as honing problem solving abilities.

Geography is a study of the world at every level and as such supports almost ALL careers and supports sciences such as Physics, Chemistry, Biology and Maths.

The units about tectonics connect well with future paths linked to geology and careers in resource exploration (oil and gas). The economic geography units deal with how trade and globalisation shape our world and are pertinent for careers in international business and the emerging economies. The study of coastal and climatic hazards prepares students for work in finding answers for a warming planet, and the international development & geopolitical elements can lead to careers in international relations and finding solutions to global inequality and ending poverty.

If you want to make a difference, and have a varied, fulfilling and well rewarded career; choose Geography!



Timetabled hours per fortnight:

5 x 65 minute lessons

Exam board: Edexcel
All assessed in written examinations.

Brief overview

Crime and Punishment c1000 - Present

A look at how crimes have been defined, laws enforced and punishments decided in Britain across the last millenium. Including an in-depth study into the criminal underbelly of Victorian Whitechapel.

Superpower Relations and the Cold War

An essential course for understanding differing political ideologies, the development of nuclear weapons, and diplomacy.

Elizabethan England

A depth study into the rule of the last Tudor monarch, and how society, international relations and attitudes changed over time.

Weimar and Nazi Germany

A modern depth study, looking at different aspects of political, social, economic and cultural history across the years 1919-39 in Germany.

"The past creates the present. It is utterly impossible to understand or navigate the world unless you understand History."

Dan Snow

HISTORY

What will I learn

You will develop skills such as analysing sources for their usefulness, as well as debating different interpretations of history.

We encourage students to become strong communicators, who are able to debate complex issues with their peers. The best historians can cope with the challenge of constructing coherent and detailed answers to difficult questions under timed conditions.

Our course is essential for those wishing to pursue the studies of Journalism, Law, Philosophy, International Relationships or Politics in the future.

How can I support my learning

There are reading lists available - just ask your History teachers! We can also recommend a number of documentaries and podcasts.

You can find our courses on Seneca Learning, an excellent revision tool.

- <https://www.historyhit.com/>
- <https://senecalearning.com/en-GB/>



MATHEMATICS



Timetabled hours per fortnight:

6 x 65 minute lessons

Setting: Yes

Homework Expectations: 90 minutes per fortnight

Brief overview

Our curriculum is organised in three streams: the Accelerated Mathematics Stream (AM), the Regular Mathematics Stream (RM) and the Extended Mathematics Stream (EM). The difference between these three streams is the pace in which students progress through the curriculum.

Students in the AM Stream (Set 1) are in their final year of the Higher Tier GCSE Mathematics course and they will be sitting the GCSE Mathematics examinations at the end of this school year. These students will start AS Level Mathematics in Year 11. It is anticipated that nearly all students in this stream achieve a grade 8 or 9 for this qualification.

Students in the RM Stream (Sets 2-4) started the Higher Tier GCSE Mathematics course last year and they will complete this course at the end of Year 11. In this stream, grades 4-9 are anticipated.

Students in the EM Stream (Set 5) started the Foundation Tier GCSE Mathematics course last year and they will be completing this course at the end of Year 11. Grades 1-5 are awarded at Foundation Tier, and the aim for our students is to achieve at least a grade 4 for their GCSE Mathematics.

"Decimal numbers have a point: they may not be rational, but they are real"

What will I learn

In the GCSE Mathematics course, you will develop fluency in your knowledge, skills and understanding of mathematical methods and concepts. You will be further enhancing your mathematical reasoning, and you will be expected to comprehend, interpret and communicate mathematical information presented to you in a variety of different ways.

The syllabus consists of five strands:

1. Number (15%)
2. Algebra (30%)
3. Ratio, proportion and rates of change (20%)
4. Geometry and measures (20%)
5. Statistics and probability (15%)

At the end of the course, there are three equally weighted written examination papers of 90 minutes each. Each paper will cover all five strands in the percentages shown above. Paper 1 is a non-calculator assessment and for Paper 2 and Paper 3 a calculator is allowed. Each paper has 80 marks.

How can I support my learning

It is anticipated that students undertake independent revision over and above their homework assignments. We recommend the following websites for independent revision at home:

- Dr Frost
- Corbett Maths
- Dr Austin Maths
- MathsBot

There is a strong positive correlation between independent revision R at home, in hours per week, and grade G, awarded for a GCSE qualification.

Modern Foreign Languages: ARABIC

Timetabled hours per fortnight:

5 x 65 minute lessons

Setting Yes/No

Homework Expectations: up to 60 minutes per week.

Brief overview

Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Arabic has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

The engaging and inspirational course of study that will enable students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment

Students will be expected to produce and understand Arabic script. Students will develop their ability to communicate with Arabic native speakers in both speech and writing.

"I enjoy using my Arabic in Oman. It helps support me in my lessons."



What will I learn

Students will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Arabic-speaking countries.

The five themes are:

1. Identity and culture
2. Local area, holiday, travel
3. School
4. Future aspirations, study and work
5. International and global dimension

How can I support my learning

To make progress in Arabic please immerse yourself in the culture, traditions and language by watching Arabic cartoons, films and television – you can find these on Arabic TV channels and on Youtube. Being in Oman and in the Gulf, you can benefit from mingling with Arabic speaking friends. Try to read as much Arabic as possible such as road signs, leaflets and even menus. Listen to podcasts and the radio.

Arabic is an official language in 26 countries. There are 280 million Arabic native speakers worldwide.

Modern Foreign Languages: FRENCH

Timetabled hours per fortnight:

5 x 65 minute lessons

Setting Yes/No

Homework Expectations: up to 60 minutes per week.

Brief overview

The AQA GCSE (9–1) in French has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

The engaging and inspirational course of study will enable students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment. This qualification is linear. Linear means that students will sit all their exams at the end of the course. The assessments are clear, accessible and discriminate effectively. Our objective is to enable students of all abilities to develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

Students are assessed on their listening, reading, speaking and writing. Each skill is equally weighted.



What will I learn

Students will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of French-speaking countries. Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Each theme comprises subtopics. Students will be able to produce the language confidently.

How can I support my learning

To make progress in French please immerse yourself in the culture, traditions and language by watching French cartoons, films and television – you can find these on international TV channels and on Youtube. Try to read as much French as possible, make sure you are using the plethora of websites like SENECA, Quizzizz, Duolingo, lyricstraining and Quizlet. Listening to French radio and podcasts will also help.

French is the official language of 29 countries

Modern Foreign Languages: GERMAN

Timetabled hours per fortnight:

5 x 65 minute lessons

Setting Yes/No

Homework Expectations: up to 60 minutes per week.

Brief overview

The AQA GCSE (9–1) in German has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

The engaging and inspirational course of study will enable students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment. This qualification is linear. Linear means that students will sit all their exams at the end of the course. The assessments are clear, accessible and discriminate effectively. Our objective is to enable students of all abilities to develop their German language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

Students are assessed on the following skills. Each skill is equally weighted:

1. Listening
2. Reading
3. Speaking
4. Writing

Germany is an economic powerhouse and is known for having world class universities.

What will I learn

Students will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of German-speaking countries. Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Each theme comprises subtopics. Students will be able to produce the language confidently.

How can I support my learning

To make progress in German please immerse yourself in the culture, traditions and language by watching German cartoons, films and television – you can find these on international TV channels and on Youtube. Try to read as much German as possible, make sure you are using the plethora of websites like SENECA, Quizzizz, Duolingo, lyricstraining and Quizlet. Listening to German radio and podcasts will also help.

Deutsch ist mein Lieblingsfach.



Modern Foreign Languages: SPANISH

Timetabled hours per fortnight:

5 x 65 minute lessons

Setting Yes/No

Homework Expectations: up to 60 minutes per week.

Brief overview

The AQA GCSE (9–1) in Spanish has been developed to help students of all abilities progress and develop a passion for languages, through culturally engaging content.

The engaging and inspirational course of study will enable students to manipulate and use the target language effectively, independently and creatively, so that they have a solid basis from which to progress to A Level or employment. This qualification is linear. Linear means that students will sit all their exams at the end of the course. The assessments are clear, accessible and discriminate effectively. Our objective is to enable students of all abilities to develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

Students are assessed on their listening, reading, speaking and writing. Each skill is equally weighted.

What will I learn

Students will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of Spanish-speaking countries. Students study all of the following themes on which the assessments are based.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

Each theme comprises subtopics. Students will be able to produce the language confidently.

How can I support my learning

To make progress in Spanish please immerse yourself in the culture, traditions and language by watching Spanish cartoons, films and television – you can find these on international TV channels and on Youtube. Try to read as much Spanish as possible, make sure you are using the plethora of websites like SENECA, Quizzizz, Duolingo, Lyricstraining and Quizlet. Listening to Spanish radio and podcasts will also help.

Spanish is the official language of 21 countries and over 400 million people speak Spanish.



Timetabled hours per fortnight:

5 x 65 minute lessons

Setting - No

Homework expectations: Thirty minutes of homework is set three times a fortnight. Daily practise on an instrument is expected also.

Brief overview

GCSE Music is ideal for students with a love of the subject who would like to develop their understanding through studying a wide spectrum of music. It is a highly regarded academic subject and develops the three skills of:

1) Performing (30%):

assessed through coursework and performances

2) Composing (30%):

assessed through coursework

3) Appraising Music (40%):

assessed through a final written examination.

Performing can be either vocal or instrumental and a solo and ensemble piece is required. When composing, students continue to develop their skills from KS3 in composition and may use music technology programs and work in the music studio. In appraisal work, students will study a wide range of musical styles from western classical music to rock music, film music, world music and music from West End musicals.

"Music is about communication, creativity, and cooperation, and by studying music in schools, students have the opportunity to build on these skills, enrich their lives, and experience the world from a new perspective." – Bill Clinton - Former President of the USA.

MUSIC

What will I learn

In addition to develop performing, composing and appraising skills students will gain skills that are highly transferable including:

- independent learning: having to be disciplined about practising on their instrument or voice
- team work: particularly if they're involved in weekly groups or ensembles, concerts and performances
- performance and presentation skills which are useful for any career
- listening: this is highly developed in musicians and it is an important part of the course
- analytical and essay-writing skills
- confidence and self-esteem: which has a knock-on effect in all areas of life and learning
- creativity and self-expression.

How can I support my learning

To make progress in Music, daily practise on an instrument is important alongside regularly playing in ensembles. These are offered in school in ECA programmes and sometimes in joint ventures with other schools in Muscat and beyond. Students should listen to a wide variety of music and when they can, listen to live music in local venues like the Royal Opera House Muscat

In 2018, preliminary estimates suggested that the total revenue of the global music industry amounted to 53.77 billion U.S. dollars, up from just under 51 billion a year earlier. The figure is expected to consistently increase each year and surpass 65 billion U.S. dollars in 2023. That makes it one of the biggest industries in the world.

PE - Compulsory



Timetabled hours per fortnight:

4 x 65 minute lessons

Setting: No

Homework Expectations: encouraged to attend sporting ECAs.

Brief overview

Compulsory PE in KS4 is an options based recreational sporting programme where students will choose their activities from a wide variety of individual and team sports. All lessons are taught by the department's teaching specialists. Each half term will feature different sports that best suit the students, the climate and excellent facilities. These lessons are non-assess and focus on student health and wellbeing.

With in Compulsory PE lessons, the BSM PE department have developed, over a number of years, Sports Leaders and Dance Leaders courses. These popular options courses result in students carrying out assessments in leading younger students in activities. Key skills include: communication of skills, demonstrating skills, organising groups of students, setting up equipment (planning, executing a session) and analysing sessions.

Students must also complete a swimming test at the start of each academic year in KS4, in line with the school policy. The policy states each student must be able to swim 25m on their front and back competently before the end of Year 11. BSM and the PE department value this important life skill and promote/support water based activities fully.

"I love having the choice of activity so I can work at a sport I enjoy and get together with my friends to have some fun..!"

What will I learn

- Conducting warm ups & cool downs;
- Basic anatomy & physiology.
- Skills related to the chosen sporting activity;
- Performance elements of the chosen activity;
- Tactics and strategy;
- Rules and regulations;
- Scoring, refereeing/umpiring/officiating;
- Analytical skills;
- Communication and leadership skills.
- Other HPL cognitive characteristics;
- Other BSM learning ethos attributes.

How can I support my learning

Attendance of all lessons in correct BSM kit is vital. Specialised equipment may be brought to school for specific options (however school will provide all equipment needed).

Participating in physical activity inside and outside of school is encouraged, starting with BSM's ECA programme.

Lifestyle choices at KS4 become more apparent, staying active and keeping on top of wellbeing is so important. PE helps with the physical, emotional/mental and social aspects of this.



Timetabled hours per fortnight:

5 x 65 minute lessons

Setting: No

Homework Expectations: up to 60 minutes per fortnight

Brief overview

This highly successful subject is offered at two levels: Full Course and Short Course.

Both the Full Course and Short Course are offered over two years (covering Years 10 and 11) as a subject within the Option pools. For both courses, students have to meet the physical and cognitive standards which will required to be successful in this subject. The Edexcel examination board will award grades from 9-1 (level 4 being a pass). Students who opt for this course must be proficient in English, Science and PE.

The Full Course now has a weighting of 60% theory, 30% practical and 10% coursework element.

Students will be assessed across 3 practical activities which they will perform in (skills and competition).

The coursework involves designing a fitness programme and analysing it using 1500 words (essay style.)

Choosing GCSE PE does not mean you have to enter into a 6th form sports course or follow a sports related career thereafter. Simply enjoy the subject at this level...

STAY ACTIVE, STAY HEALTHY!

What will I learn

1. Fitness and body systems, including: applied anatomy and physiology, movement analysis and use of data (Exam Paper 1, 36%).
2. Health and performance, including: health, fitness and wellbeing, sport psychology, socio-cultural influences and use of data (Exam Paper 2, 24%).
3. Practical performance: skills and performance through individual and team sporting activities (3 sports assessed, 30%).
4. Personal Exercise Programme (PEP), coursework assessment: plan, collect data and analyse programme (1500 word essay, 10%).

How can I support my learning

Attendance of all lessons is vital, as well as completion of notes and homework. Students may considering attending the GCSE PE clinic (after school session) if necessary.

Participating in physical activity inside and outside of school is imperative, particularly in the 3 assessed sporting activities. Watching and immersing yourself in the World of Sport is recommended for analytical purpose.

"I love being out of the classroom and being active whilst having a lot of fun...!"



SCIENCE

Timetabled hours per fortnight:

12 x 65 minute lessons (4 x 65 minute lessons per subject: Biology, Chemistry & Physics)

Setting: Yes

Homework Expectations: up to 6 hours per fortnight (2 hours per subject per week)

Brief overview

Students have specialist teachers for each of the Science subjects, Biology, Chemistry and Physics.

Core practicals are embedded into all 3 sciences.

In year 10 all students follow the same scheme of learning, and in year 11 they will be in a class that does either Separate Science or Combined Science.

The Separate Science award results in 3 GCSE's, one in each subject, whereas the Combined Science award results in two GCSE's, each GCSE being comprised of a third Biology, a third Chemistry and a third Physics.

"If I can do it, then you can do it. If no one has done it before you, then just go ahead and be the first,"

"If you're really passionate about what you're doing, then you should just work hard for it and look for opportunities."

Noora AlMatrooshi - First Arab Female Astronaut



What will I learn

All three science subjects follow the latest [Edexcel 9-1 GCSE specification](#). Topics covered within each subject include:

Biology:

Cells; Genetics; Evolution; Health, disease & immunity; Plant structure & photosynthesis; Exchange surfaces; Respiration; Animal coordination & homeostasis; Ecosystems.

Chemistry:

States of matter and mixtures; Chemical changes; Extracting metals and equilibria; The periodic table; Rates of reaction; Fuels and Earth science.

Physics:

Motion and forces; Conservation of energy; Waves; Light and the electromagnetic spectrum; Radioactivity; Energy; Forces; Electricity and circuits; Magnetism & the motor effect.

How can I support my learning

- Be proactive in seeking help from other students and your teachers.
- Deliberate & focused retrieval practice until you can recall the key facts from memory.
- Practice answering exam questions and use of the mark schemes for self assessment.

